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## EDITORIAL NOTES

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Is education business, or is business education? Can either one be the other, or is there any calling, trade, or profession that can be both? There is a deal of confusion just now in the public mind upon this point. There are those interested in the educative side of business, and those interested in the business side of education, who do say that business and education are one and the same thing.

**Education vs.  
Business**

Last year I received a neat circular from a business house of world-wide fame, in which the "Idea" of the firm was tersely set forth in a paragraph as follows: "To do the right thing at the right time, in the right way; to do some things better than they were ever done before; to eliminate errors; to know both sides of a question; to be courteous; to be an example; to work for the love of work; to anticipate requirements; to develop resources; to recognize no impediments; to master circumstances; to act from reason rather than from rule; to be satisfied with nothing short of perfection."

**A Business  
House's Idea**

I read this paragraph one day to the entire school, carefully explaining the big words, so that the younger pupils could understand them; and then I asked them to make a guess as to what kind of institution it was. They said it must be a very fine school. I then read further: "It is the purpose of the house to develop its organization of employees to be thinking men and women, capable of taking more and more responsibility, and each year becoming a greater credit to themselves and the house. To this end the rules . . . are made with a view to utilizing as far as possible the individual judgment . . . on a given piece of business rather than casting all his actions in one mold by making regulations which arbitrarily undertake to govern the minute details of his work. This business is noted for the enthusiasm, harmony, and effectiveness of its

**The Children  
Are Deceived**

organization." The children then said that it must be even a better school than they had thought it was in the first place.

In another part of the country there is a great manufacturing concern, of equally wide renown, that has closely incorporated in its organization many things that are usually supposed to belong to the educational field in the departments of æsthetics, ethics, sociology, and political economy. These have been worked up into such a perfect blend with commercialism that it requires an expert to find out where education leaves off and business begins. Most people cannot discover any dividing line whatever. The firm itself talks as much about education as it does about business, and it claims it is the best of business policy to do so. The claim is made, also, that every educational feature that is developed adds materially to the percentage of profits. The theory underlying all this is very simple, and its soundness cannot be questioned: The better conditioned—body and soul—the employee is, the better the financial returns for the employer must be. The theory has led in practice to an excellence of physical, moral, and social conditions of workmen that is probably unequaled in industrial history. The buildings are sanitary and beautiful; the grounds rival in landscape effects the finest city parks, and the factories from almost every window command vistas of country scenery. The homes of the employees, elsewhere usually dreary and forbidding, are embowered in vines and flowers; schools, playgrounds, gymnasias, and gardens furnish recreation and lucrative employment for young and old when not otherwise engaged. Few schools approach the artistic taste displayed by this firm in its circular issued solely for the purpose of setting forth the educative side of the industry—yet this is all for the sake of business, because it actually pays.

The splendid organization on the business side that is maintained by these two firms may well be an example for educational institutions. There is hardly a school in existence that would not be immensely improved by just such sanity in business control. It is the lack here, as much as anything else, that tends to draw

pupils at too early an age from school and to start them into business life.

Within the past decade the school apparently has been steadily assuming the character of the business house and the factory.

**Business Practice and Educational Theory**      Hitherto the relation of School to Business has been considered as that of Theory to Practice. But now, by the introduction of the arts and crafts, the School appears to be intimately incorporating within itself all the essentials of business Practice, while Business, likewise, is equally earnest in trying to adapt itself to educational Theory. These resemblances of each to the other are daily growing, and there is a cheerful optimism that predicts a not distant day when Business and Education shall be as one.

With no intent to dash these hopes—indeed, with full faith as to their final realization—it is important to observe that before this union can be effected, it will be necessary for the business Leopard to change two or three of his spots. In a third paragraph of the circular already referred to occurs this statement: “Every applicant [for a position] receives careful consideration.” A member of the firm in the factory described says that in the selection of employees there is no sentiment whatever; that it is simply a cold business proposition; if an employee proves himself incompetent in any way—mechanically, physically, morally, or socially—he is at once dropped.

People will generally agree, it is presumed, that this sounds like “good business,” and for that reason I wish to contrast these statements with one that is made in letters big enough to be read half a mile away, and which is swung out across the street in front of the great school founded by the late Dr. Barnardo in Stepney Causeway, East London: ANY DESTITUTE PERSON, WITHOUT REGARD TO RACE, COLOR, CREED, OR CONDITION, IS ADMITTED AT ANY HOUR, DAY OR NIGHT. Here is an educational institution that seems by its “admission requirements” to be fundamentally different from a well-regulated business concern, and yet it is thoroughly industrial in its character. I noted the following occupations among

**Admission of Pupils**

the pupils: shoe-making, bristle-brush-making, mat-making, black-smithing, tin-working, printing, tailoring, baking, and carpentering. The business management of this institution, caring wisely for its thousands of inmates, would probably rival that found in either of the commercial enterprises already described, yet Business as we know it can claim no blood-relationship with such a school.

There is no *business* on earth today that dares to adopt Dr. Barnardo's "Admission Requirements"! And there is no *school* on earth today *that dares to adopt any other!!*

**The Ninety-nine in Business** There is the difference in a nutshell. It is the old question of the ninety-nine sheep that graze and gambol on the open hillside, and the hundredth lambkin sick and enfeebled which strays away perishing with cold and hunger. Business is mightily interested in the ninety-nine; it cares nothing for the hundredth—that does not pay! Graham Taylor tells this story: Seated in his room one day at work, he was annoyed by some boys who were playing on a vacant lot near by. Calling to them, he asked them to go away, whereupon one replied: "Say, Mister, if you make us leave here, we ain't got no ground to stand up on." Business can pick and choose; it can exclude the ineligible, the unfaithful, the unfortunate, and the incompetent. But these are they of all others that the schools dare not drop—else where will they find ground to "stand up on"?

The reason why Education at this time cannot make common cause with Business is that the IDEALS of the two are fundamentally different. The former is founded upon consideration for others, with fairness, justice, and equality for all; the latter is rooted in selfishness, upon which it feeds voraciously, and which it never ceases to engender even while wearing its most alluring and deceptive disguise of philanthropy. Business is inherently selfish because its success is measured by the amount it "pays" in terms of the dollar. The dollar is the god that controls. When business therefore undertakes to care for its employees, it is only because, in its modern shrewdness, it is taking advantage of far-sighted

**The Difference in Ideals**

methods and of more refined means of adding additional dollars to its till. While it is, on the one hand, pampering and “educating” its employees, on the other, it is practicing without compunction all the cut-throat schemes that human wit can devise to the end that competition may be destroyed—simply because a competitor interposes an obstacle between itself and the dollar it must have.

It follows, therefore, that in school we are not training the children for business—not in the University Elementary School, **School not** at least. They are being taught to take into **Fitting for** thoughtful account the rights and privileges of **Business** others; how they may forego some of the advantages to personal self that others may have enlarged opportunity. They are taught how to work with their hands, to be industrious and useful, and how to live in harmony together. Business training would require that we add to these a study of the arts by which each can destroy the other. It is necessarily true, then, that when these young people step out into active life all the ideals that we have tried to engender will collapse at once into a moral scrap-heap, or else a new type of business will be inaugurated. It will be a type of business that must and will pay, but whose payment will not always be exacted in terms of the dollar alone.

There is good reason to hope for the dawn of a business era with higher ideals, because the business man of today is not altogether happy. His selfish methods of greed and **New Business** plunder now come in for a measure of criticism and **Era** condemnation that is entirely new. Hence, he comes once more with the inquiry: “What shall I do to be saved?” And the answer to this through all the centuries has remained the same: *Sell all thou hast*—that is, the almighty dollar as an ideal must be given up! When the business man can see his way clear to do this; when he has studied out ways by which it can be made to pay to take the weak and inefficient into account; when he can see how it pays to keep in his employ the man who has but one talent as well as the one who has ten; when he can treat his

brother in business with the same kindly toleration and consideration that we seek to have our pupils show to each other in school, then, and not till then, will it be worth while for him to consider the possibility of uniting education with business.

It is not the first time in history that the money-changers have tried to become respectable by transferring their operations to the temple. So it is today; by encouraging in the **Money-changers in the Temple** schools all the mechanics of trade; by adopting in its phraseology the sounding terms of educational philosophy, Business is making a strenuous effort to become most exemplary and respectable. The schools, too, are equally assiduous in their efforts to become business-like. They are taking on the garb of industry and seeking to don the working apparel of the Practical. And, by these false appearances, as ever before, many people are being beguiled. It remains for the teacher today, as it was for a Teacher nineteen hundred years ago, to keep the ideals of the race clearly defined, and to see that the vision of the people remains clarified.

W. S. J.

We are familiar with the memorial which takes the form of some beautiful object—the stained-glass window, the statue, or the picture; and we are also gladdened by the less **A Unique Memorial** æsthetic but more practical reminders seen in the endowment of hospital beds and rooms. But surely no more beautiful, more fitting, or more living memorial has ever been planned than the one designed to keep green the memory of a man who did much to put children in touch with the meaning of nature in its various forms. The Alpheus Hyatt Memorial Fund was created to aid in carrying out a cherished idea of the eminent naturalist. Mr. Hyatt was well known as curator of the Museum of Natural History in Boston, and as founder of the Teachers' School of Science. He labored untiringly for the advancement of science and of scientific methods in the public schools, and at the same time made a reputation by his original contributions to the body of knowledge.

The purpose of the fund is to make it possible for the children of the public schools of Boston to study nature first hand and out of doors. It meets partially that obstacle to out-of-door work, the expense of travel. The distribution of the money is in charge of Superintendent Seaver, and goes, of course, to those schools in which car fare is a large item to the pupils. As to the necessity for such trips, one needs only to consult a teacher who has taken them to be assured of the demand for them. Nature-study as it is seen in dislocated scraps drawn from articles taken out of their setting is a meager substitute for the nature-study to be gained in connection with these same things after they have once been seen in their setting. One good field trip will furnish nutriment for many days of study concerning things seen and processes noted. Here is a suggestive quotation from the letter of a fourth-grade philosopher :

Some of our most interesting geography lessons were out of doors. I like them because they teach us to look at things and to learn about the world. Some of the things I saw were the ducks and the birds and the soil. It is better to study things outside than inside, because *inside you can only talk about it* and *outside you can see the things*. Next year I hope we will study more outdoors. We also saw the trees and boulders and the plants.

Here is an extract from a letter written by one of the teachers that gives a picture of one class of children enjoying their outing and getting their fill of new experiences :

WINTHROP SCHOOL, TREMONT STREET,  
November 25, 1903.

DEAR SIR: On one of the Jewish holidays in June I took those present, who numbered about thirty-five, to Revere Beach. I selected this day because less than half my class were present, and I could do much better work with a few. Moreover, there were so many unable to pay their car fares that I wanted to leave some of the fund for the other teachers. Some declared their mothers went to work, and hence no lunch could be obtained. This was especially true in the cases of the Syrian girls, whose mothers go out peddling. In these instances I supplied both. The car fares I took from the fund, but I paid for the lunches myself. I asked all those who could bring their own money to do so, and about three-fifths responded, though I knew that many of these could little afford to. My children come from the poorer classes, and are mostly all foreigners. A car ride was to them a novelty. When they saw the beach and the waves rolling in, they were beside themselves with joy and amazement.



We walked along the beach and noted the sand and farther up the rocks. They saw the tide when it was out, and then, to their great astonishment, saw it come in. They did not seem to realize that it would come back after receding so far. All my talking and explanation was done in very simple language, and those who understood interpreted for the others. They gathered pretty shells and stones, and took them home to their less fortunate sisters and brothers.

It was a gala day for all, and they could not tell me enough about it next day. I resolved, after seeing how much good I could do by taking them off on these trips, to do so again as soon as possible.

Our next field trip was to Franklin Park. I managed about the car fares and lunches as heretofore. The girls enjoyed this outing even more than that to the beach, if such be possible. The sight of the green grass on which they could roll and tumble at will filled them with ecstasy. When we reached the playground and I told them they might run on the grass, their joy knew no bounds.

We told them the names of a few trees. They picked acorns, and were delighted when we told them what would happen if we planted one. Many of the Italian girls brought home their handkerchiefs and aprons full of acorns to eat. We went to the duck pond to see the fowl, and here another treat was accorded them. On the way to the pond we climbed a hill, and the girls were questioned about it; some of them knew the name of the hill before.

We could not miss seeing the sheep, and, tired though the girls were, they insisted on going to Franklin Field.

What a tired party we were when we boarded the car at three forty-five—tired but unutterably happy! This little outing meant far more to them than any week's teaching could have done. It has gone down in their school annals as one of the happiest days ever spent. I only trust and hope that next year more money will be available so that we can take more trips, and more girls too.

What has been begun by the organizers of this fund furnishes an admirable suggestion for active workers in any urban community. A generation of city teachers will rise up and call that one blessed who will hold up their hands in an endeavor to bring the children into contact with nutritious material for imagination and reason to feed upon. Wherever there are farms, with the fundamental economic problems therein suggested, there is an objective point for an excursion. Wherever there is running water, there will be problems in physiography and in physics. There is not a lake beach that does not present some opportunity for seeing the changes

**Fund an**  
**Object Lesson**

consequent upon wave-action. There is, indeed, no city which has not an adjacent countryside fertile in material for school children's study. A quotation from another letter illustrates the use made of physiographic material. This class went to Winthrop Beach :

From here may be seen land forms, such as Deer Island, Point Shirley, the narrow isthmus connecting it with Winthrop, the Blue Hills in the distance, etc.; water forms, such as the Atlantic Ocean, Boston Harbor, Shirley Gut, an example of a strait. . . . The horizon line is clearly seen, and, perchance, there may be vessels to show us one proof of the earth's rotundity.

Then we clambered down the steep slope of the cliff to the beach. . . . Under the cliff is a fairly good place to study wave-action. At low tide the finer material may be seen washed far out, while the coarsest remains at the foot of the hill.

Sometimes there are very nice examples of deltas and river systems to be seen in the sand. . . . On these excursions I believe that pupils should observe the trees, flowers, and birds all in the same lesson, in connection with the geography work, as these trips are necessarily few.

The fund cannot begin to cover the cases in which trips are needed and money scanty, and the trustees are devising ways of increasing its effectiveness.

B. P.

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The boys and girls who have had gardens during the past year at the School of Horticulture, Hartford, Conn., held a **Spading and Hoeing Contests** miniature agricultural fair on the afternoon of September 4. During the afternoon they had a spading and hoeing contest, and prizes were awarded to those who handled the tools and accomplished the required amount of work in the best manner and shortest time.

These gardens are among the most systematically conducted school gardens in the United States, and the gardeners receive instruction all through the summer. They are taught that the weeds are the enemies of the crop, and they learn to identify them from the crop. Because of this fact, one boy, whom Director Hemenway recommended to take charge of a garden in the city, proved himself so much more valuable than the ordinary workman whom the woman had been hiring, that he had an oppor-

tunity to work all his spare time, and placed in the savings bank to his credit over fifty dollars at the end of the season.

The work that the boys have done is giving the school a good name, and more persons have applied for boys than the school is able to supply. Two or three permanent positions are open to boys who have had garden work, and several teachers have received positions during the last year, upon being recommended from the school, to teach school gardening in other parts of the country.

The exhibit was probably of interest not only to every educator and teacher, but also to the farmers of the community, for there were many new forage crops growing, and eight plots showed the effect of the nitrogen-forming bacteria upon leguminous plants.

B. P.